Maintaining service delivery Introduction to Module 1

Most entrants to the cleaning sector will undergo an induction period. During this time they will receive company information covering health and safety, policies and procedures specific to their own employment setting, and their roles and responsibilities. This quantity of information can be daunting and learners will benefit from exploring these documents and becoming more familiar with their contents. It is expected that workers can access and understand this information, not only during the induction period, but throughout their employment, as specific needs arise and in order to update their knowledge and skills. There is also a requirement to follow verbal instructions and to communicate effectively with a variety of people. This is an important aspect of the work environment that is often overlooked, but which impacts on the overall impression of the individual or the company they represent.

This module covers:

- ways of creating a good impression
- the appraisal process
- a variety of strategies for reading and understanding a wide range of written information
- ways of communicating verbally with others
- following instructions
- using time efficiently.

The material in this module is generic to a range of cleaning settings. It is important that learners can apply the skills and strategies developed here to information from their own workplace setting. The materials can also be adapted using the *Word* versions provided on the accompanying CD.

Cleaning – Module 1: Maintaining service delivery					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
You and your job	Cl 1:1–1:2	001	Rt/E3.9		C1.1
Information at work	Cl 1:3–1:5	004	Rt/L1.4; Rt/L1.5; Rt/E3.9		C1.1
Using your time efficiently	Cl 1:6–1:7	001		MSS1/L1.3; N1/E3.6	N1.2
Dealing with people	Cl 1:8–1:9	003	SLc/E3.2		
Giving information to others	Cl 1:10–1:12	003	SLc/E3.1; SLc/E3.3		
Carrying out duties as instructed (1)	Cl 1:13–1:14	001.2		HD1/L1.1; HD1/L1.2	N1.1
Carrying out duties as instructed (2)	Cl 1:15–1:16	001.2	SLlr/L1.1; SLlr/L1.2		C1.1
Terms and conditions of employment	Cl 1:17–1:18	001.2	Rt/L1.2; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2		C1.2
Develop yourself within your career (1)	Cl 1:19–1:20	003.1	Rw/L1.1; Rw/L1.2; Rt/L1.1; Rt/L2.1; SLc/L2.1; SLc/L2.3		C2.1
Develop yourself within your career (2)	Cl 1:21–1:22	003.1	Wt/L1.2; Wt/L1.1; SLc/L2.1; SLc/L2.3		C1.3

Skills checklist

As a cleaner, you will be given a number of different things to do and you will need to follow both written and verbal instructions and get everything done in time. If you work for a large company, you will need to follow workplace policies and procedures. You will also need to communicate with other people in a team and may have to deal with customers and clients directly. Creating a good impression is an important part of your work and good business depends upon it.

You will need all the skills listed below to feel confident in the working environment and to work alongside others. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list again later to check any areas where you may need more practice.

Skills for maintaining service delivery	Now	Later
Know how to make a good impression at work		
Read and understand a range of information at work		
Plan your time efficiently		
Communicate effectively with colleagues and members of the public		
Give information to other people at work		
Follow written and spoken instructions		
Read and understand your terms and conditions of employment		
Understand the appraisal process		

PAGES 1:1–1:2

You and your job

Occupational setting

This focus page introduces Unit 1 of the NVQ Maintain Service Delivery. Through the medium of applying for and being interviewed for a job, it asks learners to think about how they can present a positive self image, understand the expectations of the company and carry these through into their jobs. There is discussion about how the type of preparation that is usually made for an interview can be carried through into the workplace. Many aspects of the discussion are dealt with in further detail elsewhere in the module. Note that this theme relies on learners having good discussion skills.

Materials

Examples of job descriptions and job adverts

Example of an interview checklist from a cleaning job, showing the criteria the interviewer is looking for (if available)

Learning outcomes

1 To identify things that create a positive personal image (focus page, Task 1)

2 To identify ways of ascertaining company expectations (focus page, Task 1)

3 To identify ways of ensuring that company expectations are met (focus page, Task 1)

Suggested teaching activities

Introduction

- Discuss learners' experiences of job interviews, both positive and negative. Have they ever had an interview? What kind of questions were they asked? Did they get the job? If not, do they know why not?
- Discuss some of the things you can do to get a good result in an interview. *What are the things that you can do to create a positive impression in your interview? If you were an interviewer, what would you look for in a potential worker?* List important points.
- The impression created at a job interview should be carried into the job. Discuss examples of this, such as behaviour, personal appearance, language/communication.
- This might be a good opportunity to look at job descriptions and job adverts. What skills, experience and personal qualities are employers looking for? Is this in the job adverts and other material?

Focus page

- Using the information on the page, starting with the job advert and working through the interview, induction, training and doing the job, elicit from learners how best they can create a good impression, find out about company expectations of them and do the job well. Make sure learners understand the advert. Make sure the following are mentioned in an appropriate level of detail:
  - **Behaviour**
    - Arriving on time
    - Being friendly and approachable
    - Communicating with others
    - Speaking clearly
    - Acting reliably
    - Being honest
  - **Personal image**
    - Personal hygiene
    - Tidiness and grooming
    - Body language
    - Facial expressions
    - Eye contact
    - Clothing
  - **Job knowledge**
    - About the company – induction, company policies
    - About the job – job description and work schedules
    - About cleaning – training and knowledge
    - About safety – training and knowledge
    - About hygiene – training and knowledge
- Discuss how the preparation done for and during interview can be transferred to everyday in the workplace (e.g. personal hygiene, wearing the correct clothing).

- If appropriate, this theme can be developed into a role-play of an interview situation. Give learners a clear idea of the role they should play using cards that detail their character. If learners are grouped in threes, one learner can be an impartial observer who reports back to the other learners. Roles can then be swopped. It might be useful to list key expressions to help learners formulate answers. A discussion of body language may also be of value.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	Unit 001	C1.1

Task 1

Decide what helps to create a positive personal image
Rt/E3.9

- Remind learners of the focus page discussion and make sure they understand the task instructions. This task can be done verbally.
- Explain to learners that they need to look at each picture and consider whether the person in the picture is presenting a positive image – both of the person and also of the company. Learners should be prepared to give reasons for their choices.

If the learner has difficulty

- Discuss each picture and through questions and answers elicit whether each scenario presents the person in a good way. You may need to unpick this with some learners, who may not immediately understand whether a picture is portraying something good or not so good, and what is meant by a 'good impression'. Ask learner what the picture shows. Is it good or not so good, firstly in terms of the worker portrayed and secondly in terms of the 'image' of the company? Ask learners to explain their thinking.
- You may need to discuss in more depth what is meant by giving a 'good impression' of the company. Why is this important?

Extension

Ask learners to list five ways in which, in their own workplace, they support the expectations of the employer and present a good image of themselves. Ask how they would prove this.

Theme assessment

Refer learners to the NVQ portfolio (001.1 Presenting a positive personal image). What evidence is needed to prove competence for this element?

You and your job

Focus

When you go to an interview for a job, there are several things you need to think about to make sure you have a good chance of getting the job.

CLEANERS

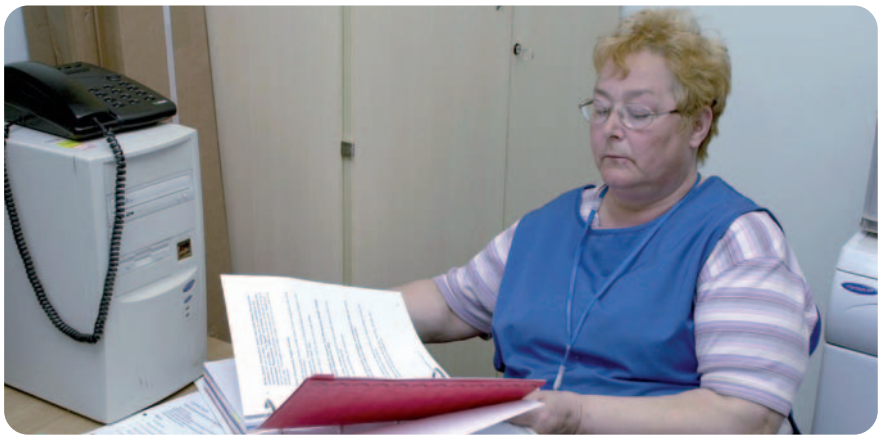
Cleaning Section
Property Services Department

Cleaning Operatives wanted to carry out general cleaning duties. Experience preferred but not essential.

8 am – 12 pm 5 pm – 8 pm
Rates of pay from £5.62 per hour, depending on experience. Possibility of overtime.

Uniform and training provided; excellent holiday entitlement and pension scheme available.

For further details and interview contact the Cleaning Manager on 01234 567890
cleaningsection@propertyservices.uk



You and your job

Task

You may already have a cleaning job, but you still need to think about making a good impression.

Task 1

Tick the box next to the things that you **should** do to make a good impression. Put a cross next to the things you **should not** do.

Give a reason for your choices.

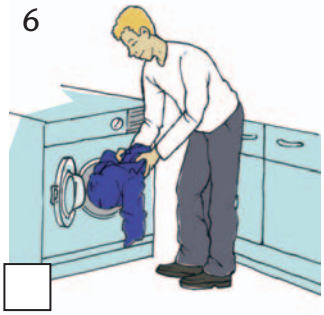
1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐ 

7 ☐

8 ☐

9 ☐ *I'm sorry I can't help you. If you like I'll ask my supervisor to contact you. Or I could give you his number at work.*

10 ☐ *I'm sorry I can't help you. The supervisor's not here today, either.*

11 ☐

12 ☐

PAGES 1:3–1:5

Information at work

Occupational setting

Workers in the sector may be given information about important aspects of their work to read. This theme, with two focus pages, develops some of the reading skills needed: understanding how the format of text can be used to identify specific types of information, and the use of graphics to aid understanding and give information.

Materials

Springclean information sheet from the Source material (0:01)

Graphics page from the Source material (0:02)

Release information sheet from the Source material (0:03)

A range of reading material from the workplace (e.g. memos, employment contracts, letters, product information sheets, health and safety information, requisition forms, etc.)

Dictionaries

Learning outcomes

1 To understand different formats in text (focus page)

2 To use organisational and structural features to find information (focus page, Task 1)

3 To use different reading strategies to find and access information (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Begin by showing learners a range of reading material from the workplace (e.g. memos, employment contracts, letters, product information sheets, health and safety information, requisition forms, etc.) Can learners tell what each item is just by looking at it?
- Ask learners what it was about the different reading materials that stood out and helped to identify what they were. Talk about:
  - layout
  - headings
  - pictures
  - charts and tables
  - spaces for information, as on forms.
- Ask learners what other kinds of information they might need to read at work. How do they usually approach reading information – are there any types of reading that are difficult or that they avoid?
- Explain that the most common approach to reading is to begin by looking for clues as to what needs to be read and what doesn't. This depends on (a) the purpose of the text and (b) the purpose of the reader. For example, when you receive a letter, first you glance at the way it is laid out to see what kind of letter it is – is it typed, or handwritten? Is it laid out like a formal letter, with full addresses and headings, or an informal letter, with shortened information at the top? Does it have pictures or colour? If it does, is it an advert? You may notice how it is addressed – are first names used, or full name and titles? You may look at the signature. All these elements give clues as to what you can expect to read (this helps you to understand the words, like pictures do in children's books) and whether you really need to read it (or file it in the recycling bin!). So format and the way a page looks give important clues about the purpose of the writing.

Focus pages

- Give learners the technical information sheets for *Springclean* and *Release* from the Source material. Can learners tell what the sheets are just by looking at them?
- Discuss the different features that give you clues as to what you could read or what you need to read. Look at and name the headings, tables, pictures and charts.
- Look at the headings, subheadings and paragraphs, and discuss what they are for, using the focus page. The main headings give you clues about what the whole sheet is about. Subheadings give you clues about where to find

specific information. Ask learners to practise running their eyes over the page to look for different subheadings. Paragraphs should have one or more sentences in them that are about a particular idea. When the writer goes on to a new idea, he or she begins a new paragraph. So when you have found the subheading you want, you can find the paragraph you want to read.

- Give learners an example of a cleaning task (e.g. washing the washroom floor, cleaning a carpet, etc.) and, using the technical information sheets, ask which product they would use and how the task has to be done.
- Discuss how the charts and graphics are useful. Check learners know how to read a table by looking at the headings and following columns down and rows across.
- Introduce the Graphics page from the Source material and ask learners to match the pictures with those on the information sheets and identify what each graphic means. Point out that, unlike health and safety symbols, these are not standard graphics. They may not understand the symbols initially without an accompanying written explanation, but as they use the products more, they will become more familiar with the graphics. Discuss how the pictures relate to the tasks described in the explanations.
- Give learners some more examples of jobs they could use these products for, and ask how the job should be done. Help learners to use all the features on the sheets to find the correct information.
- Note that dyslexic learners may need support with reading these pages and it may be better to split the pages up or cover up sections so that they can be dealt with one by one.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4 Rt/L1.5	Unit 004	C1.1

Task 1

Find the information you need quickly using the layout of a text
Rt/L1.4
Rt/L1.5

- Ask learners to look at the *Release* information sheet and pay particular attention to the use of headings and subheadings.
- Ask learners to answer the questions by finding the information on the information sheet. First they should decide which key words to look for, then scan the page to find the word. This is like looking for a friend in a crowd.
- Remind learners to look for the appropriate subheading to find the information they need.

If the learner has difficulty

- Check that learners understand the terminology of the questions: subheadings, subsections, paragraphs.
- Check they understand how to recognise sub-headings and subsections from the formatting used on the information sheet (subheadings are shown in bold, subsections are numbered).

Extension

Encourage learners to apply these reading skills to a personally meaningful task from their own workplace.

Task 2

Use graphics to find information
Rt/E3.9

- Make sure that learners have the Graphics page from the Source material.
- Ask learners to look at the graphics on the information sheet and answer the questions.

If the learner has difficulty

- Ask learners what clues they can use to decide which symbol is related to which question. When they have successfully matched the symbols to the question, they need to look at the Graphics page from the Source material to find the meaning of the symbol.

- Cut the matching graphics out of the Source material page, and hold them next to the questions in Task 2. Tick any of the statements that match up with the graphics. Then reread the statements to try to get a sense of their meaning.

Extension

Look at other information sheets that use graphics. Draw a table of different graphics and what they are used to represent (cutting them out where appropriate).

Theme assessment

- Ask learners to look through the range of reading material from the workplace. They should find examples of different features and explain what they are for. Ask them to find:
  - a number of different kinds of subheadings
  - a table of information
  - symbols or graphics
  - other features, such as illustrations and different kinds of layout.
- Ask learners to select something they need or want to read for special study from a range of reading materials.

Information at work

Focus

Information at work can be organised in many different ways, so that it appears in different formats, or layouts. Here are some examples with tips on how to read the information.

INTRODUCTION

Our range of high quality, extremely effective alkaline cleaners are designed for the general cleaning and degreasing of all hard surfaces and most floors. Effective both in hard or soft water areas and in warm or cold solutions, these products contain no abrasive materials which might leave behind unsightly or harmful deposits.

First class results can only be achieved using the correct equipment and products within the framework of a regular cleaning programme. This product group forms a vital and integral part of our comprehensive range of environmentally friendly chemicals. Users in all sectors of

Subheadings help to summarise what sort of information you will find in each section.

Long text is often split into **paragraphs**.

Each paragraph gives different information about the same topic.

Tips

- Use the **subheadings** to find particular information quickly.
- Stop after each **paragraph** to think about the gist of the information before going on to the next.

Sometimes sections are further split into **subsections**.

The subsections here show three different methods of cleaning using the same product.

1.1 Spray Cleaning: Using a trigger spray apply diluted product onto cloth or sponge and wipe soiled surface clean. Wipe dry with clean cloth if necessary.

1.2 Washing: Apply diluted product with cloth or sponge and agitate to loosen dirt. Wipe off solution, rinse with clean cloth and fresh water then wipe dry.

1.3 Scrubbing: Pre-soak the articles or surface in the cleaning solution, allowing sufficient time for the chemicals to break down dirt and soilage. Hand scrub with a suitable nylon hand pad or scrubbing brush until clean. Wipe off cleaning solution and rinse thoroughly with fresh water and clean cloth. On completion wipe dry.

Tip

Read just the **subsection** that applies to you or the particular job you are doing.

CLEANING TASK	RECOMMENDED DILUTION
1.1 SPRAY CLEANING (BY HAND)	1:25
1.2 WASHING	1:25
1.3 SCRUBBING	1:25
SPOT CLEANING, BODY FATS AND HEAVY SOIL	NEAT

Tables organise information into sections in a clear and simple way.

They are written in rows which go across → and columns which go down. ↓

The headings tell you what sort of information is given in each column.

Tip

Use your finger to help you follow the information across each **row** and down each **column**.

Information at work

Focus

Written information may have pictures or graphics to illustrate the meaning or to add extra details. In places where pictures are used on their own without any written explanation, you need to find out what they mean.

Tip

You can use the combination of words and pictures to find the correct items.

The **pictures** in this table illustrate the words.

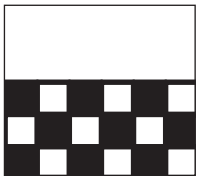
The pictures show you what the items used for mixing and measuring the product look like.

1:25	1 PART PRODUCT TO 25 PARTS OF WATER		
	0.5 LITRE TRIGGER SPRAY	5 LITRE BUCKET	10 LITRE BUCKET
PRECISE AMOUNT OF PRODUCT	20 ml	200 ml	400 ml
MEASURING JUG	MEASURE PRECISE AMOUNT AS INDICATED ABOVE		
PUMP DISPENSER 25 ml	1	8	16
CAP OR BALL 20 ml	1	10	

The pictures used here are called **graphics**.

They show you, rather than tell you, what the product can be used for or with.

You would need to know what the graphics mean.



Tip

Find out about and **keep a note of** the meaning of any pictures or symbols you come across at work.

The good news

Your eyes can quickly pick out different formats from the way they look.

This means that you can spot particular information quickly without having to read everything!

Find out

Look for these graphics on the Graphics page from the Source material to find out what they mean.

Try this

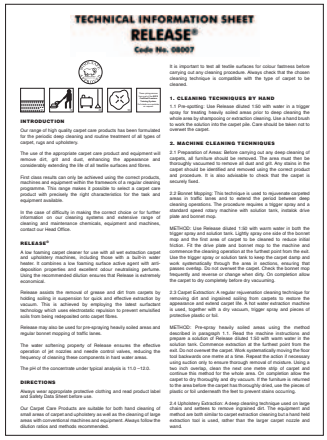
See how quickly you can spot an example of each of the following on the *Springclean* information sheet from the Source material:

- subheading
- numbered subsection
- table
- paragraph.

Information at work

Task

You will need the *Release* information sheet from the Source material for these tasks.



TECHNICAL INFORMATION SHEET
RELEASE®
Code No. 08007

INTRODUCTION

Our range of high quality carpet care products has been formulated for the periodic deep cleaning and routine treatment of all types of carpet, rugs and upholstery.

The use of the appropriate carpet care product and equipment will remove dirt, grit and dust, enhancing the appearance and considerably extending the life of all textile surfaces and fibres.

First class results can only be achieved using the correct products, machines and equipment within the framework of a regular cleaning programme. This range makes it possible to select a carpet care product with precisely the right characteristics for the task and equipment available.

In the case of difficulty in making the correct choice or for further information on our cleaning systems and extensive range of cleaning and maintenance chemicals, equipment and machines, contact our Head Office.

RELEASE®

A low foaming carpet cleaner for use with all wet extraction carpet and upholstery machines, including those with a built-in water heater. It combines a low foaming surface active agent with anti-deposition properties and excellent odour neutralising perfume. Using the recommended dilution ensures that Release is extremely economical.

Release assists the removal of grease and dirt from carpets by holding soiling in suspension for quick and effective extraction by vacuum. This is achieved by employing the latest surfactant technology which uses electrostatic repulsion to prevent emulsified soils from being redeposited onto carpet fibres.

Release may also be used for pre-spraying heavily soiled areas and regular bonnet mopping of traffic lanes.

The water softening property of Release ensures the effective operation of jet nozzles and needle control valves, reducing the frequency of cleaning these components in hard water areas.

The pH of the concentrate under typical analysis is 11.0 –12.0.

DIRECTIONS

Always wear appropriate protective clothing and read product label and Safety Data Sheet before use.

Our Carpet Care Products are suitable for both hand cleaning of small areas of carpet and upholstery as well as the cleaning of large areas with conventional machines and equipment. Always follow the dilution ratios and methods recommended.

It is important to test all textile surfaces for colour fastness before carrying out any cleaning procedure. Always check that the chosen cleaning technique is compatible with the type of carpet to be cleaned.

1. CLEANING TECHNIQUES BY HAND

1.1 Pre-spotting: Use Release diluted 1:50 with water in a trigger spray for treating heavily soiled areas prior to deep cleaning the whole area by shampooing or extraction cleaning. Use a hand brush to work the solution into the carpet pile. Care should be taken not to overwet the carpet.

2. MACHINE CLEANING TECHNIQUES

2.1 Preparation of Areas: Before carrying out any deep cleaning of carpets, all furniture should be removed. The area must then be thoroughly vacuumed to remove all loose soil and any stains in the carpet should be identified and treated using the correct product and procedure. It is also advisable to check that the carpet is securely fixed.

2.2 Bonnet Mopping: This technique is used to rejuvenate carpeted areas in traffic lanes and to extend the period between deep cleaning operations. The procedure requires a trigger spray and a standard speed rotary machine with solution tank, nozzle drive plate and bonnet mop.

METHOD: Use Release diluted 1:50 with warm water in both the trigger spray and the machine tank. Fit the drive plate and bonnet mop and the first area of carpet to be cleaned to reduce initial friction. Fit the drive plate and bonnet mop to the machine and commence the cleaning operation at the furthest point from the exit. Use the trigger spray or solution tank to keep the carpet damp and work systematically through the area in sections, ensuring that passes overlap. Do not overwet the carpet. Check the bonnet mop frequently and change when soiled. Allow on completion allow the carpet to dry completely before dry vacuuming.

2.3 Carpet Extraction: A regular rejuvenation cleaning technique for removing dirt and ingrained soiling from carpets to restore the appearance and extend carpet life. A hot water extraction machine is used, together with a dry vacuum, trigger spray and pieces of protective plastic or foil.

METHOD: Pre-spray heavily soiled areas using the method described in paragraph 1.1. Read the machine instructions and prepare a solution of Release diluted 1:50 with warm water in the machine tank. Commence cleaning at the furthest point from the exit. Do not overwet the carpet. Work systematically moving the floor tool backwards one metre at a time. Repeat the action 3 necessary using suction only to ensure thorough removal of moisture. Using a two inch overlap, clean the next one metre strip of carpet and repeat the process. Allow the carpet to dry completely. Return the carpet to dry thoroughly and dry vacuum. If the furniture is returned to the area before the carpet has thoroughly dried, use the pieces of plastic or foil underneath the feet to prevent stains occurring.

2.4 Upholstery Extraction: A deep cleaning technique used on large areas and redrawn to remove ingrained dirt. The equipment and method are both similar to carpet extraction cleaning but a hand held extraction tool is used, rather than the larger carpet nozzle and wand.

Task 1

1 What is cleaning task 2.2?

2 How many subheadings are there on the sheet?

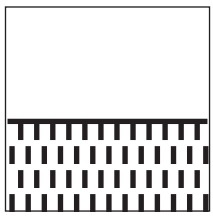
3 How many subsections are there under the subheading '1. Cleaning Techniques by Hand'?

4 How many paragraphs are there in the section called 'Introduction'?

5 Find the information about *Release* that you need to complete this sentence:

A low foaming carpet cleaner for use with all _____ extraction carpet and _____ machines.

6 What is the meaning of this picture?



Tip
Use the table without graphics.

Tip
Look for the **subheading** you need to find this information.

Remember!
The words used with the graphic tell you what it is.

Task 2

Decide whether the statements below are true or false.

1 You can use *Release* on hard floors such as tiles. True / False

2 You can use a carpet extraction machine with this product. True / False

3 You can use a standard or high-speed rotary machine with a solution tank, brush or drive plate and pad. True / False

4 You should use a double-bucket mopping unit with built-in wringer with this product. True / False

5 You remove staining by working from the centre to the outer edges. True / False

6 You can use this product on carpets. True / False

Tip
Use the graphics and explanation of the graphics to help you.

PAGES 1:6–1:7

Using your time efficiently

Occupational setting

Planning time is a critical skill when there are many cleaning tasks to accomplish in a short time. Workers in this sector often have a limited time to undertake all the allocated cleaning tasks, so it helps to plan time effectively. This theme develops the time calculation skills needed for planning time, including converting hours and minutes to minutes, and the necessary numeracy skills. It is assumed that learner can tell the time accurately using digital or analogue clocks.

Materials

Analogue and digital clocks

Workplace work instructions showing typical work tasks and times

Mobile phone or stopwatch

Calculators

Learning outcomes

1 To calculate duration (focus page, Task 1)

2 To convert time shown in mixed units in order to carry out time calculations (focus page, Task 1)

Suggested teaching activities

Introduction

- This is a good opportunity to discuss how work is allocated and the time given to accomplish the work. How does this happen in learners' workplaces? Do learners ever experience problems with planning the use of time? How is this resolved? Talk about the consequences of not doing the work in the time allowed, or of doing it too quickly. How much of a problem is this?
- Look at typical work instructions showing tasks and times. Check that learners understand what these instructions say and the format of the particular work instructions. Check that learners know what to do if something is not clear.
- Check that learners can tell the time using both digital and analogue clocks. In particular, check understanding that 9:55 on a digital clock is the same as 5 to 10. Also check learners' ability to interpret times after half past the hour (e.g. 25 to 10) and their understanding of how many minutes past or to the hour are shown on analogue clocks.
- Note that some dyslexic learners may have problems reading analogue clocks but may be more competent with digital clocks.

Focus page

- Look through the first part of the focus page, showing how to calculate duration. You might need to check that learners understand what is meant by 'duration' – this might be a good opportunity to look at the glossary.
- Work through the example on the page, showing how to count on from the start time to work out the duration.
- Discuss methods for dividing this duration between the tasks to be done. In the example on the page, the tasks can all be assumed to be of equal length (i.e. that it takes the same amount of time to clean each room). How would learners tackle this task? Note that if learners have an alternative but reliable method it is a good idea to build on this. The method shown here is a useful one to learn.
- Learners need to be able to convert hours and minutes to minutes, which requires an understanding of how many minutes there are in an hour and how to count batches of 60. Emphasise the importance of being methodical about the calculation.
- Once the method has been grasped, it might be a good idea for learners to find short cuts (e.g. learning that there are 120 minutes in 2 hours, 180 in 3 hours and so on).
- Discuss with learners the way in which the total time at work is divided between different jobs or activities. This will vary from person to person, as some learners will have repetitive jobs whereas others will have more variety. Ask learners to give examples of jobs they do and

to allocate the time taken for each job. Use the example on the focus page to explain how a given time allocation can be divided between the number of jobs to be done. Encourage learners to think of other examples (e.g. school settings where a number of classrooms will need to be cleaned).

- Learners may need to use a calculator to do the division. Ensure they can use a calculator accurately for this kind of task. It is also a good idea to work on division without a calculator if time permits. Ask learners how they tackle this kind of calculation. A knowledge of times tables and the process of division is needed. Support with *Skills for Life* Numeracy, Entry 3 can be provided for those who are unsure.
- Talk about what is meant by 0.5 of a minute (e.g. time per room is 13.5 minutes). Learners need to understand that 0.5 is the same as $\frac{1}{2}$. It might be worth considering how useful half a minute is in reality. You could extend this to talk about rounding fractions of minutes up or down, or about having 'about 13 minutes' to do each room.
- If necessary, use a stopwatch, or set the alarm feature on a mobile phone to ring in 13 minutes. This will help to give some idea of the passage of time and what can be achieved in set periods of time.
- Note: some learners will need to work through several examples before carrying out the tasks, to build confidence and understanding. If necessary, provide learners with a crib sheet showing the formula for converting hours and minutes into minutes and then dividing minutes by the number of jobs.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.3 N1/E3.6	Unit 001	N1.2

Task 1

Plan time to complete work tasks
MSS1/L1.3
N1/E3.6

- Draw learners' attention to the reminder of the process at the top of the page.
- Go through each question, ensuring learners understand the requirements.

If the learner has difficulty

- Observe the learner carefully to ascertain which aspect of the task is causing a problem calculating the time duration: converting hours and minutes to minutes, or dividing the minutes by the number of rooms to be cleaned? Give support where needed. If there are major difficulties with any of these aspects, provide additional support using *Skills for Life* Numeracy, Entry 3.
- Check the learner's understanding of the language used.
- Confirm that the learner is being methodical about the steps of the calculation. This is a multi-staged task and many learners will need to break it down.
  1. Collect start and finish times (write on cards or sticky notes).
  2. How much time is there from the start to the finish? (Use a time line or analogue clock.)
  3. How many minutes is this? (1 hour = 60 minutes)
  4. Calculate the minutes per room. ('Share' them equally.)
- Lots of practice, based on real work tasks, is required.

Extension

You could extend this task to look at the concept of average (mean) time spent on tasks, by asking learners to keep an accurate record of the time they spend on similar tasks (i.e. exactly how many minutes were spent cleaning each room). This information can be collected over a set period of time (e.g. a week) to establish how long it takes to clean a room on average. Compare this with the calculations based on the worksheet.

Theme assessment

Ask learners to use this information to plan their week's work, based on the workplace work schedule for the week. Learners should keep a log of how long tasks actually take and compare this with the plan.

Using your time efficiently

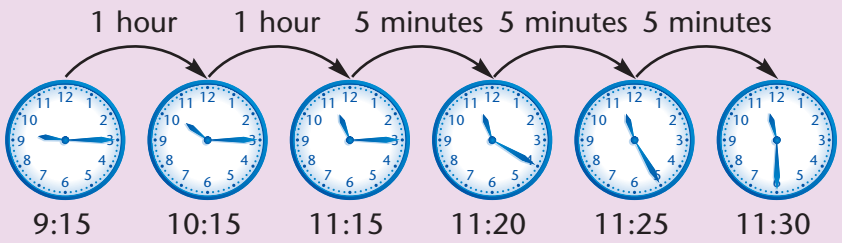
Focus

It is useful to plan your working day in order to make best use of the time available.

I start work at 9:15 and finish at 11:30. How much time do I have to do my work?

Calculate **time duration** by **counting** the **hours** and **minutes** between two times:

Start time	**Finish time**
9:15	**11:30**



From 9:15 to 11:30 is **2 hours and 15 minutes**.

Today I have 10 guest rooms to clean in 2 hours 15 minutes. How long can I spend cleaning each room?

To work out how long you can spend on each task, divide the time you have available by the number of tasks.

You will need to **convert the hours into minutes** first.

Remember!
1 hour = 60 minutes

Examples:

1 hour and 10 minutes	= **60** minutes + **10** minutes	= **70 minutes**
2 hours	= **60** minutes + **60** minutes	= **120 minutes**
2 hours and 25 minutes	= **60** minutes + **60** minutes + **25** minutes	= **145 minutes**

You have **2 hours and 15 minutes** to clean **10** rooms.

Convert the hours into minutes first:

2 hours and 15 minutes = 60 minutes + 60 minutes + 15 minutes = **135 minutes**

Then divide the number of minutes by the number of rooms you have to clean:

135 minutes ÷ **10** = **13.5 minutes**

You can spend **13.5 minutes** cleaning each of the 10 rooms.

Using your time efficiently

Task

- **Calculate how much time is available** by counting the hours and minutes from the start time to the finish time.
- **Find how long you can spend on each job** by dividing the **available time** by the number of jobs. (You will need to convert the time into minutes before you divide.)

Remember!
1 hour = 60 minutes

Task 1

Plan each of these cleaning jobs.

1

a

I have from **3:30** to **5:00** to clean 6 classrooms.

How much time is available to do my work?

Available time =____ **hours and** ____ **minutes**

b

How much time can I spend cleaning **each of the 6 classrooms?**

Spend _____ **minutes** cleaning each classroom.

2 a

I have from **6:45** to **8:30** to clean 3 offices.

How much time is available to do my work?

Available time =____ **hours and** ____ **minutes**

b

How much time can I spend cleaning **each of the 3 offices?**

Spend _____ **minutes** cleaning each office.

PAGES 1:8–1:9

Dealing with people

Occupational setting

Whilst many cleaners work alone, there is an increasing demand for cleaners to work during normal office or working hours where possible. This eliminates problems of security and is less isolating for cleaning staff. Many cleaners and housekeeping staff will find themselves working alongside other staff and members of the public in a range of settings. This means that they will need to communicate with work colleagues, to explain what they are doing, ask people to vacate rooms, explain activities or discuss room requirements. They will also be in contact with members of the public in washrooms, service areas and hospitality environments, where they may be dealing with requests or responding to a wide range of needs. Coping with this wide range of demands requires a good understanding of communication skills and the need to adapt to different situations and audiences.

Materials

Audio equipment

Learning outcomes

1 To recognise formal and informal language (focus page, Task 1)

2 To adapt language to suit audience and purpose (focus page, Task 2)

Suggested teaching activities

Introduction

- Ask learners to imagine they are having a party at home. Every time the doorbell rings, someone different is at the door – the Queen, Elvis Presley, the Prime Minister; Nelson Mandela, the local publican, their mother; a former favourite teacher, a best mate, a neighbour, etc. How would they greet each guest? Talk about how we speak to people in different ways, depending on their relationship to us.
- Talk about the way people speak at work in particular. Discuss how different organisations can have different styles; some are more formal than others. Even in a relaxed, informal organisation, people will speak differently to a colleague and to a manager.
- Talk about the differences between formal and informal language.
- Formal language:
  - is often more polite, using words like 'please', 'thank you', 'excuse me', 'good morning', etc.
  - uses titles to address people, like Mr, Mrs, Miss, sir, madam/m'am (we only use people's first names if we have been invited to).
- Informal language:
  - might still be polite, but uses different words (e.g. 'cheers', 'ta', 'alright?')
  - often uses shortened words and sentences
  - may use words that other people might not understand (slang words).
  - uses people's first names, or words such as 'mate', 'buddy', 'dear' (in some places).
- Be aware that different cultures might have different expectations. Talk about the different cultural groups who live and work in your community. Ask learners to talk to people they know from different cultural groups and report back any differences in the way formal and informal language is used.

Focus page 1

- Talk through the different people learners might speak to in their place of work. Talk about whether these people would expect to be spoken to formally or informally. Discuss why. Use the prompts on the page, and talk about any other reasons.
- Using the range of examples of formal and informal language on the page, discuss different situations and how formal or informal you might be, for example when having an informal chat with your boss compared with being interviewed for a job.

- Play the audio clip. Ask learners to listen for the differences between the formal and informal language. Ask learners to tick the speech-bubbles that match the informal examples in the audio.
- Ask learners to match the formal examples on the page to their informal equivalents.
- Be aware that informal language that relies heavily on idiom may be problematic for ESOL learners and they may need extra help. Examples on the focus page are 'I reckon', 'need a hand' and 'have the job cracked'. Create a chart where learners have to select equivalent formal/informal expressions. For example:

Informal	Formal
Hi	Hello
Need a hand	Need help
Have a word	Speak with you

- This would also be a good opportunity to discuss local expressions.

Curric. refs	NOS/NVQ	Key Skills
SLc/E3.2	Unit 003	N/A

Task 1 2

Recognise formal language and use formal language to suit the situation
SLc/E3.2

Play the audio clip three or four times. Remind learners that they need to pick out the formal examples.

Task 2

- Read through the task and make sure learners understand what they have to do.
- Read through the example phrases and suggest to learners that they either mark each speech-bubble with 1, 2 or 3, depending on who they would use it with, or cut out the speech-bubbles and put them into appropriate piles. (Note that some might be appropriate for more than one person.)
- To introduce the topic, work through an example of what you might say to your boss. Do the same for the supervisor and the workmate.
- Discuss ideas before asking learners to complete the exercise. Point out the tip.

If the learner has difficulty

- **Task 1** Play each speech and pause. Ask learners who the voice might be speaking to. Make up some more formal and informal sentences and ask learners to decide whether you are speaking to a customer or visitor that you need to be polite to, or a friend or family member.
- Give learners some scenarios and ask them to make up formal or informal sentences to use in the scenario.
- **Task 2** Discuss the level of formality or informality of each speech-bubble.
- Encourage learners to cut out the phrases and sort them into the appropriate piles.
- Discuss any that learners are unsure of and explain that they may be suitable for more than one person. (Provide more than one copy of the phrases so the same phrase can be placed on more than one pile.)
- Check through the information and ask learners to put the phrases into the order in which they might use them.
- Discuss their choices and get learners to think about what information they might want to add to these phrases to make their point clear to each person.
- For ESOL learners in particular, draw attention to the use of 'would' in formal language and ensure learners understand the construction. Suggest alternatives for, for example, 'Would it be OK to take the day off tomorrow?', such as 'Can I take the day off tomorrow?'.

Extension

- Ask learners to decide who the speaker is speaking to in each instance.
- Ask learners to change the language so that the informal sentences sound formal and the formal sentences sound informal, but without changing the meaning. Learners can use an equivalent chart to record this, like the one used as part of the focus page activities.

Theme assessment

Make up some scenarios that might happen at learners' workplaces. Ask learners to use formal and informal language as appropriate to respond to the scenarios.

Dealing with people

Focus

The way you speak to people at work depends on:

- how well you know the person
- what your working relationship is
- what the situation is.

supervisor ☐ team leader ☐ manager ☐

workmates ☐ other staff ☐ customers ☐ visitors ☐

Tick the people you speak to at work.

For each person you ticked, think about or discuss the points below.

- How well do you know the person?
- Are they doing the same job as you or a different job? Do you have to report to them for your job? Are they paying you to do a job?
- What sort of things do you talk to them about?

You will find that you change your language when you speak to different people. It may be informal or formal depending on the person, the relationship and the situation. Here are some examples.

informal

- friend
- work with
- general chat

formal

- stranger
- work for
- job interview

1

I need to speak with you, please, Mr Chivers. ☐

Hello. Can I help you? ☐

I reckon I'll have the job cracked pretty soon. I catch on quick. ☐

I wanna word with you, Sid. ☐

Hi. Need a hand? ☐

I know I'll be able to do the job well. I pick things up very quickly. ☐

Listen to these speeches. Tick the three that use **informal** language.

Draw lines to link the **formal** examples to the equivalent **informal** examples.

Remember!

Your language should suit the situation.

Dealing with people

Task

Task 1

2 Listen to the speeches below. Tick the examples of formal language.

- What d'you want?
- So, you'd like to leave a message?
- Who's this stuff for then?
- We're in for it now – big time.
- The boss's got a right mood on.
- Leave it there and I'll sort it later.
- Who's calling, please?

Tip

Choose the words you could say to a customer or visitor without sounding rude.

Task 2

A cleaner needs to take the day off work tomorrow for personal reasons. He needs to get permission from his boss, get a workmate to take over the shift for him and explain his absence to his supervisor.

1 Pick out the phrases that the worker might say to his boss.

2 Pick out the phrases that the worker might say to his workmate.

3 Pick out the phrases that the worker might say to his supervisor.

Tips

- Say the words aloud to hear how they sound.
- Choose the language that suits the relationship and purpose.

- Can you do me a favour?
- Would it be OK to take the day off tomorrow?
- I hope that's OK.
- It's an emergency.
- I'm sorry it's short notice.
- I'll be back the day after tomorrow.
- I won't be in tomorrow but Dave has offered to do my shift.
- You know I'd do the same for you.
- I wouldn't ask if it wasn't important.
- The boss said it's OK.
- I've got permission.
- Thank you.
- Great one! Thanks.
- I'll return the favour sometime.

PAGES 1:10–1:12

Giving information to others

Occupational setting

Cleaning operatives need to communicate with a range of people at work, including colleagues and supervisors. Misunderstandings can lead to conflict and inefficiency but they can be avoided if people consider the way in which they communicate with others. Giving information to others at work requires a clear focus on the message that needs to be conveyed and an understanding of how best to speak to colleagues. This theme may have particular relevance to people whose first language is not English.

Materials

Audio equipment

Explain this! cards from the Source material (0:04)

Learning outcomes

1 To give relevant details according to the purpose (focus page, Tasks 1 and 3)

2 To use language that suits the situation (focus page, Task 3)

3 To check and confirm understanding (focus page, Tasks 2 and 3)

Suggested teaching activities

Introduction

- Begin by discussing the kinds of information people need to give each other at work:
  - passing on messages
  - arrangements for working (hours, cover for time off, overtime, changing shifts, etc.)
  - explaining things to new staff members
  - ordering supplies and equipment
  - health and safety information
  - breakages and equipment breakdowns.
- Discuss what can go wrong when giving information at work. What can happen when people get the wrong message, get confused about what you mean, or can't remember important pieces of information?
- Explain that the way you give information is important. Ask learners to practise giving you or each other (working in pairs) some information, for example on where a piece of equipment can be found or what to do when supplies run out. Ask pairs to report back on the following.
  - Did they get too much information or too little?
  - Did the speaker check their understanding?
  - Did the speaker speak clearly or too fast or too quietly?
  - Did the speaker forget to look at the listener so that it was hard to keep concentrating on what was being said?
- Nearly everyone can improve the way that they give information, and thinking about this list of common problems can help. Talk about the effect the different problems can have on the listener (e.g. listener lost important key words because they were mumbled, etc.).
- Note that learners who speak English as their second language may need extra help. One strategy that may help is to ask the learner to write down their explanation and then to listen as you speak it. Ask the learner to copy the way you speak the words and sentences. Alternatively, they can record it. Learners may also need example models in the form of short dialogues.

Focus page 3

- Go through the three instructions at the top of the page – prepare; speak clearly; check. Ask the speakers if they did these three things in their earlier practice.
- Talk about how their explanations could be improved by using the ideas in the coloured boxes. Practise using the ideas in other short explanations.
- Listen to the audio clip. Ask learners to say how the information could have been clearer by using the ideas in the coloured boxes.

- Discuss who the cleaner in the audio clip was talking to. Discuss whether he would have used different words if he had been talking to other people, for example a customer, a senior manager or a family member. Talk about how we speak in different ways to different people.
- Go through ways of checking and confirming that the listener has understood. For example, by repeating the key details (as shown in the first speech-bubble for box 3) and by asking a question about the information (as shown in the second speech-bubble for box 3). The listener must have understood the information given in order to be able to answer the question.

Curric. refs	NOS/NVQ	Key Skills
SLc/E3.1 SLc/E3.3	Unit 003	N/A

Task 1 4

Select important details to suit the purpose
SLc/E3.3

- Play the audio clip several times. Remind learners that the cleaner needs to tell her team leader *why* she won't be at work tomorrow and that they need to cross out all information that is not relevant to this.
- Play the audio clip again for the second question. Remind learners that now the cleaner needs to explain to her supervisor *when* she booked the time off and that they need to highlight this information.

If the learner has difficulty

- Ask learners to imagine that you are the team leader and then ask them to give you the important information. Ask questions until you have got the important information, and then locate this information in the script. This could also be done as a paired activity.
- ESOL learners may need to practise formulating questions using question words such as 'why?', 'when?' and 'who?' plus appropriate auxiliary verbs and intonation patterns.
- Repeat for the second question.
- Some learners may find it difficult to distinguish between main points and details. They could try highlighting the main points in one colour and extra information in another colour in the two texts. They may also require a lot of practice.

Extension

- Ask learners to give explanations for the following scenarios:
  - Explain to your workmate that you won't be in tomorrow, and so he will need to take charge of the keys.
  - Explain to a security officer that you have lost a bag with spare overalls in it, and that you won't be able to pick it up tomorrow if it is found.
  - Leave a message on your sister's answer phone telling her what time you will arrive.

Task 2 5

Repeat the main points of information
SLc/E3.3

- Play the audio clip several times.
- Make sure learners are aware of what the cleaner needs to explain. Play the audio clip again and ask learners to highlight the main point in the explanation.
- Point out that speakers often repeat their main points at the end of an explanation to make sure that listeners understand and remember the important information.
- Ask learners to choose the speech-bubble that repeats the main point.

If the learner has difficulty

Ask the learner to imagine that he or she is the team leader. Which speech-bubble would give the most useful information?

Extension

What information did the cleaner give Mary? Ask learners to role-play the conversation with you.

Task 3

Pass on information and check the listener understands
SLc/E3.1
SLc/E3.3

- Explain to learners that they need to work in pairs for this task and check that they understand the procedure.
- It may be helpful to invent another scenario and go though it with learners to demonstrate the procedure. When giving your explanation, draw attention to when you repeat the important information by using emphasis and when you check understanding by asking questions.

- Remind learners that they should swop roles from speaker to listener.

If the learner has difficulty

- Turn back to the coloured boxes on the focus page. Go through the chosen card with the learner, using the ideas in the coloured boxes.
- Ask the learner to choose another card and, first, to explain to you what the purpose is; then to give the information; then to check that you have understood it.
- Take the final card, and give the explanation yourself. Ask the learner to echo your words and the way you speak.

Extension

Ask learners to role-play giving information to a group of people, for example explaining to a group of new workers where to find materials or how to order new supplies. Ask learners to point out the differences between giving information to one person and to a small group of people.

Theme assessment

Think of a situation relevant to learners in which they need to give information. Ask them to follow steps a–c in Task 3 when they give their information.

Giving information to others

Focus

If something goes wrong at work, you will need to explain what has happened, to your supervisor or to other members of the team.

1 *Prepare* what you want to say.

2 *Speak* clearly, giving just the important details.

3 *Check* that the listener understands.

1 Think of your purpose

Ask yourself: Who am I talking to? How much information does he or she need in order to understand the situation?

I need to explain to the supervisor why I might not be at work tomorrow.

2 Give the important details

Don't waste time giving unnecessary details. Extra or unnecessary details will just confuse the listener.

I might not be at work tomorrow afternoon. I've got a hospital appointment which could take all day.

3 Check that the listener understands

It is a good idea to:

- repeat the key details
- ask the listener questions to check that they understand.

So if you don't see me tomorrow afternoon, you'll know I'm still at the hospital.

Do you want me to ring at lunchtime to let you know?

3

Listen to the cleaner giving an explanation of why he might not be at work tomorrow.

As you listen, note how the unnecessary details make the main point of the message less clear.

Tip

Remember who you are talking to and use language that suits the situation.

Giving information to others

Task

Task 1

4

1 A cleaner needs to explain to her team leader **why** she won't be at work tomorrow.

Listen to what she says. Cross out the sentences that give unnecessary information. The first one has been done for you.

~~*I know we're rather short-staffed at the moment.*~~ *It's that time of year, isn't it? I hear Sally's come down with the flu as well now. I won't be in tomorrow. I booked the day off a month ago when the temporary supervisor was here. I haven't actually taken all my holidays this year. I'm going to visit my sister in Bristol. I'm not looking forward to it. I don't drive distances very often.*

Tip

Cross out anything that the team leader doesn't really need to know.

2 The cleaner now needs to tell her supervisor **when** she booked the time off.

Highlight the information she needs to give.

I know we're rather short-staffed at the moment. It's that time of year, isn't it? I hear Sally's come down with the flu as well now. I won't be in tomorrow. I booked the day off a month ago when the temporary supervisor was here. I haven't actually taken all my holidays this year. I'm going to visit my sister in Bristol. I'm not looking forward to it. I don't drive distances very often.

Tip

Look for the sentence that gives the required information.

Giving information to others

Task

Task 2

5

I haven't polished the floor in the main hall. The other rooms took longer than expected. Mary said she'll do it tomorrow for me. Everything else has gone to plan today.

This cleaner is explaining to his team leader which jobs still need to be done. Which of these sentences **repeats** his **main point**? Tick your choice below.

So, it's just the main floor that needs a polish, but Mary will do it tomorrow. OK?

So, the other rooms took longer than expected.

So, I didn't get through all my work and Mary will have to do it for me.

So, Mary said she'll do it tomorrow. OK?

Tip

Think about what the supervisor needs to know.

Remember!

- Just give the details that are necessary.
- Use suitable language for the person you are speaking to.

Task 3

1 Work in pairs. Try giving information to each other. Use the 'Explain this!' cards from the Source material.

a Choose one card from the Source material.
b Give the explanation on the card to your partner.
c Repeat the things you want him or her to do or remember.
d Check that your partner has understood by asking questions.
e Swop over and repeat the above steps.

2 Discuss with your partner:

- what you felt each other did well when passing on information
- any areas you think you need to improve on.

Tips

Discuss whether you:

- passed on just the details
- spoke clearly
- repeated the key information
- checked the other person understood.

Pass on information, repeat information and check the listener understands.

SLc/E3.1; SLc/E3.3

PAGES 1:13–1:14

Carrying out duties as instructed (1)

Occupational setting

Following instructions is a key part of the role of any cleaner. It is important that learners recognise and follow the instructions that apply to them, whether they are in written or spoken form. In written form, instructions come as cleaning schedules, instructions for using cleaning products and methods of cleaning. In spoken form they come as instructions from supervisors and during training. This theme supports teaching about the features of instructions, both when written as a table and when given verbally. Following written instructions on labels is covered in Module 3.

Materials

Work-based schedules of work

Examples of written instructions from the workplace

Learning outcomes

1 To pick out key information from a table (focus page, Task 1)

2 To enter information into a table (Task 1)

Suggested teaching activities

Introduction

- Discuss cleaning schedules familiar to learners. List on the board/flipchart the information that is usually in a work schedule: what to clean; when to clean it; who should clean it; how to clean it; the order of cleaning; how long the job should take; the chemicals, materials and equipment to use; special precautions to be taken; protective equipment required.
- Discuss how work schedules might be arranged – tables, lists, charts.
- Ask learners to describe their own work schedule – ideally they should show an example and be prepared to describe its contents.

Focus page

- The focus page shows the work schedule for cleaning public toilets, presented in a table or chart. Make sure learners understand 'columns' and 'rows'.
- Work through the steps on the focus page with learners.
  - **Step 1** Assist learners to get the general feel of the table. Make sure they understand the overall message of the table. Ask simple questions that enable learners to locate the main headings. Make sure learners understand the difference between the main column headings and the additional column headings. For example, 'Washroom/showers', 'staff 'and 'public' are main headings. 'Tasks' and 'frequency per week' are additional headings giving more specific information.
  - **Step 2** Ask simple questions to assess understanding. Draw attention to the row headings.
  - **Steps 3 and 4** Work through an example with learners and the highlighting on the table (i.e. locate headings, track across and down and where fingers meet, locate the information). Repeat using other examples if necessary. Ask questions to assess understanding.
- Dyslexic learners may find an L-shaped card useful for locating information in a table. If this isn't possible in the workplace, suggest they use the edge of another piece of paper or something similar to help guide the vision.
- The table can also be used to develop language work, particularly with ESOL learners. For example:
  - Pair work questions and answers: learners practise formulating questions starting 'How do you clean … ?', 'How often do you clean … ?' to help check various methods of cleaning such as dust, wipe, wash, clean, mop, sweep. This could include an activity that involves matching the word to the definition. For example, to mop = to clean a floor with a mop. Learners may need examples of 'hard floors' and 'soft floors'.

– A matching exercise to develop vocabulary, e.g. receptacle = container, bin; replenish = replace, refill; remove = take away.

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1	Unit 001.2	N1.1

Task 1

Find information in a table and fill in information in a table
HD1/L1.1
HD1/L1.2

- Confirm learners understand that two things are required: to find information in one table and to add information to another table, using columns and rows.
- Ensure learners understand the headings on the table they are to complete. Go through the abbreviations for the days of the week and enter the full versions on the page.
- Make an OHT of the table and/or work through the first example with learner. Show how to make changes to the table. Suggest crossing off the information as it is used.
- Emphasise that the work should be spread throughout the week.

If the learner has difficulty

- Dyslexic learners may have difficulty tracking information across and up/down the page. An L-shaped or reversed-L-shaped card may be useful. Otherwise, encourage them to use a ruler or other straight edge. An additional strategy is to cut the information table into separate jobs and sort them according to frequency first. The learner can then physically place the jobs on the weekly table before ticking the boxes.
- Make sure ESOL learners understand the technical terms for the cleaning methods. Repeat the language work covered on the focus page.

Extension

Set questions based on schedules of work from the workplace.

Carrying out duties as instructed (1)

Focus

Knowing exactly what you are expected to do is an essential part of doing a good job. You may have to follow a work schedule like this one. The information is arranged in a table.

Look up and down the columns

The headings tell you what information you can expect to find.

You look across the rows.

STAY-A-NITE HOTEL

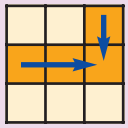
Schedule for public toilets (including baby changing area) and staff toilets
Specification to ensure basic health and safety standard

Washrooms/showers	Staff	Public
Tasks	Frequency per week	Frequency per week
Removal of waste		
Remove waste	7	1–2 hourly
Wash waste receptacles	2	7
Hard floors		
Sweep/full mop	7	As required, minimum 7
Vertical and high level surfaces		
Spot clean	7	7
Dust/damp wipe (including partitions/cubicle walls)	7	7
Sanitary surface/hand contact areas		
Damp wipe/wash	7	As required, minimum 7
Mirrors/dispensers		
Damp wipe/wash	7	As required, minimum 7
Furniture/fixtures/fittings		
Damp wipe/wash	7	As required, minimum 7
Consumables		
Replenish toilet rolls, towels, soap, etc.	7	As required, minimum 7

Step 1: Look over the table **quickly** to get the general 'feel' of it. Note the main headings.

Step 2: Check out the **detail** in the column and row headings.

Step 3: Trace **across the rows** → and **down the columns** ↓ to locate exact information.



Step 4: Read the information carefully.

Carrying out duties as instructed (1)

Task

To get the best results, jobs should be done in a logical order.

Task 1

Use the information on this table to mark the jobs on the weekly table below. It is up to you when you do them, but make sure you are not doing too many jobs in one day. The daily jobs have been marked in for you.

STAY-A-NITE HOTEL
Specification to ensure basic health and safety standard

Offices

Jobs	Frequency per week
Removal of waste	
Remove waste	7 ✓
Damp wipe receptacles	1
Soft floors	
Spot clean	4
Full suction clean	3
Hard floors	
Dust mop/spot mop	5
Full mop	2
Burnish/spray clean	7 ✓
Vertical and high level surfaces	
Spot clean	7 ✓
Furniture/fixtures/fittings	
Dust/damp wipe	4
Damp wipe/polish	3

What are the following short for?

Mon	Thurs	Sat
Tue	Fri	Sun
Wed		

WEEKLY TABLE

Jobs	How often	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Removal of waste								
Remove waste	7	✓	✓	✓	✓	✓	✓	✓
Damp wipe receptacles								
Soft floors								
Spot clean								
Full suction clean								
Hard floors								
Dust mop/spot mop								
Full mop								
Burnish/spray clean	7	✓	✓	✓	✓	✓	✓	✓
Vertical and high level surfaces								
Spot clean	7	✓	✓	✓	✓	✓	✓	✓
Furniture/fixtures/fittings								
Dust/damp wipe								
Damp wipe/polish								

Find information on a table and put information into a table.

PAGES 1:15–1:16

Carrying out duties as instructed (2)

Occupational setting

Following instructions is a key part of the role of any cleaner. It is important that learners recognise and follow the instructions that apply to them, whether they are in written or spoken form. Instructions in written form come as cleaning schedules, instructions for using cleaning products and methods of cleaning. In spoken form, they come as instructions from supervisors and during training. This theme supports teaching about the features of instructions, both when written as a table and when given verbally. Following written instructions on labels is covered in Module 3.

Materials

Examples of written instructions from the workplace

Colour copies of the learner material

Learning outcomes

1 To recognise key features of verbal and written instructions, such as imperatives and conditionals, and use them to interpret and follow spoken instructions quickly and easily (focus page, Tasks 1–3)

2 To consider ways of remembering verbal instructions (focus page)

Suggested teaching activities

Introduction 6

- Ask learners what is meant by an instruction. Who gives instructions? How are they given? (e.g. verbally, written) How can you tell when something is an instruction? (as opposed to advice, a comment on progress, etc.) Instructions can be identified often by tone of voice and the use of instruction words. Ask learners for examples of each of these.
- At this stage focus on conventional ways of framing instructions. Learners may give you examples of occasions when a supervisor tells you to do something in a roundabout way. For example, 'I think you ought to clean the offices before the toilets' is not framed as an instruction – Clean the offices first, then the toilets – but, depending on how it is said and the circumstances, may be perceived by the supervisor as an instruction.
- Explore learners' experiences of receiving instructions in the workplace. Do they find them easy to follow? *Are instructions sometimes given out in a hurry? What else can go wrong?* (e.g. not hearing properly because of background noise, not paying attention) *What might be the impact if instructions are not followed in the right sequence? What might happen if you forget an instruction?* Try to elicit examples of each of these.
- This might be a good opportunity to practise listening to instructions in poor conditions (i.e. not in the ideal conditions of a training room). This acknowledges the reality of work where noise and disturbance are inevitable.
- Play the audio clip of the text on the page and ask learners to recount what the cleaner is being told to do.
- Ask learners to think about how they remember things and to share their strategies for remembering what needs to be done (e.g. write a list, make a mental note, repeat back for confirmation). Value all suggestions. If necessary, give learners the opportunity to practise techniques until a successful one is found.

Focus page 6

- Ask learners to look at the instructions on the page whilst listening again to the audio clip.
- Discuss this set of instructions. Look at each point on the page in turn and find other examples in the text. Ask learners to identify how many jobs the listener is being asked to do. Draw learners' attention to the imperatives – the instruction words that signal the instructions (e.g. 'clean …'). To help, pause the audio clip after each sense unit and ask learners to decide whether it is an instruction.

If it is, they should note the instruction word. They should listen for a second time and note other details of what, where, when and how.

- Ask learners about the ordering of the jobs. Does the supervisor want the jobs to be carried out in the order he gives them? Discuss the clue words to do with order. These give information about the order in which the jobs need to be done.
- Discuss the word 'and' and its use when there is more than one instruction per sentence. Look at the example of the two instructions split up by the word 'and'. Get learners to underline just the two job activities.
- Discuss the additional information in the spoken instructions, about how or when to do the job and about what *not* to do. Ask learners to identify this information.
- Learners should recognise when they are being told to do something, even when it is not a command – see the example of the indirect order.
- The focus page offers one method of remembering instructions – by using the questions What? How? When? Which? Where? to prompt memory and work out the answers. Look at how this has been used for this set of instructions.
- The focus page also suggests asking questions if something is unclear or is not understood. Extend this to repeating back instructions to aid clarity (e.g. 'So you want me to …'). Learners may need some practice in this skill – try role-playing this.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1 SLlr/L1.2	Unit 001.2	C1.1

Task 1

Listen to a set of instructions and pick out the things you must do
SLlr/L1.2

- Look at the tip on the page and explain to learners that they are listening out for positive instructions (i.e. things you are being asked to do, *not* 'do not'). Make sure learners appreciate that 'you mustn't forget to' is a positive instruction.
- You may want to discuss the different ways in which positive instructions can be given (e.g. 'make sure', 'do this', 'clean the …', 'you should/must …', etc.). Confirm that work instructions can be framed in a number of different ways and that it is important to recognise these as instructions (i.e. telling you what to do).
- Remind learners to listen out for sentences that include more than one instruction and to listen out for the word 'and'.
- Play the audio clip through once for gist. Play it again, this time reminding learners to listen for the words that tell you what you must do. Learners could discuss this in pairs and then make a note of these instructions.
- Replay the audio clip for learners to confirm their responses.

If the learner has difficulty

- Read the script of the audio clip aloud in smaller chunks – no more than one sentence at a time. Ask learners: *Does the person tell you to do something? What?*
- Remind learners they are listening for things that require action – what they must do (not what they must *not* do).
- ESOL learners may have difficulty understanding some of the sentence constructions in the audio clip, for example 'Before I forget', 'go back to', 'end of your shift', 'not coming in', 'Don't bother', 'You'd better start off', 'mustn't forget to allow enough time'. Provide support as needed.

Extension

- Using their own experience, ask learners to prepare a similar script for other learners to listen to.
- Make a note of any questions you might need to ask to clarify the instructions.

Task 2

Listen to the same instructions and pick out the things you must not do
SLlr/L1.2

- This task relies on learners having the correct responses to the previous task.

- Replay the audio clip. Ask learners to discuss what they have heard in pairs. What are the things that must *not* be done? Point out the tip on the page.
- Replay the audio clip for learners to confirm their answers.

If the learner has difficulty

- Read the script of the audio clip aloud in smaller chunks to allow learners to take more time.
- Remind learners to listen out for the negative words: 'no', 'don't'.
- Note the likely language difficulties for ESOL learners, discussed above.

Extension

Practise this skill in workplace situations where instructions are given. Learners should practise making notes of instructions, perhaps in columns of 'dos' and 'don'ts'.

Task 3

Listen to some instructions and number them in the order they should be followed
SLlr/L2.2

- Explain to learners that they need to listen out for key order words to help them decide on the correct order.
- Explain that they should write the numbers 1–5 in front of the instructions, using pencil in case they change their minds. Explain that they will be able to listen to the clip several times to check the order.
- Play the audio clip once for gist. Play the clip again, reminding learners to listen for key order words/phrases (learners might want to jot these down).
- Discuss the words/phrases and the order they suggest. Emphasise to learners that they should decide the order by identifying the word clues, rather than basing it on their own experience.
- Play the audio clip again and let learners number the instructions.
- Play the audio clip again for learners to check their order.

If the learner has difficulty

- This requires good listening skills, so some learners may have difficulty retaining the information or following it all through.
- Read the script of the audio clip aloud in smaller chunks – no more than one sentence at a time (only from where the instructions actually start). Ask learners: *What was the order word or phrase you heard?*
- Remind learners that they are listening for order words or phrases such as 'first', 'before', 'then', 'after', 'when'.
- Explain that the word 'when' here means the same as 'after'. Illustrate this using 'When you've done that, do this …', which means the same as 'Do this after you've done that …'.
- The spoken idiom may cause problems for ESOL learners. Learners may need more support or direct guidance for each of the stages outlined above. Give learners a series of instruction cards to reformulate using phrases such as 'first you should …', 'then you …', 'after that you should …'. Learners could work in pairs to respond to questions. For example, 'What should I do in the morning/first/in the afternoon?'

Extension

Use the set of typical workplace instructions developed as an extension for Task 1. Learners listen for the actual order in which the jobs need to be carried out, focusing on clue words to do with time. This activity could be conducted in pairs.

Theme assessment

Ask learners to give a set of instructions verbally to a partner, putting the instructions in order and emphasising key words, including order words and 'do' and 'do not' instructions. The partner should make notes from the instructions and can ask questions to confirm information or check understanding.

Carrying out duties as instructed (2)

Focus

Most of the time, your supervisor will tell you what to do.
You need to listen carefully to make sure you know:

- **what** needs to be done
- **how** it should be done
- **when** it should be done
- **which** jobs are the most important
- **where** the jobs need to be done
- **what** equipment and materials you should use for each job.

Listen out for direct orders.

Listen out for indirect orders.

Listen out for sentences that include more than one instruction.

Listen out for dos and don'ts.

Listen out for things that must be done if something else happens.

Listen out for the order in which things must be done.

6

Your main job this morning is to clean the floors in all the dining rooms, but before you start you could give Mike a hand in the kitchen to finish the ovens. Don't forget to find out what PPE you need for that. If you have any time at the end of the day, you could make a start on the kitchen cupboards and walls. The bedrooms need doing as usual this afternoon, but before you do anything else, room 16 has phoned down to say they have spilt coffee on the carpet.

Static mop? Damp mop? Wet mop? You may need to ask about this.

What needs to be done:
Floors, ovens, bedrooms

How it should be done

When it should be done:
1. clean up coffee; 2. ovens; 3. dining room floors; 4. bedrooms; 5. kitchen cupboards and walls.

Which jobs are the most important:
Coffee on bedroom carpet

Where the jobs need to be done:
dining room, kitchen, bedrooms

What equipment and materials you should use for each job:
Find out about PPE.

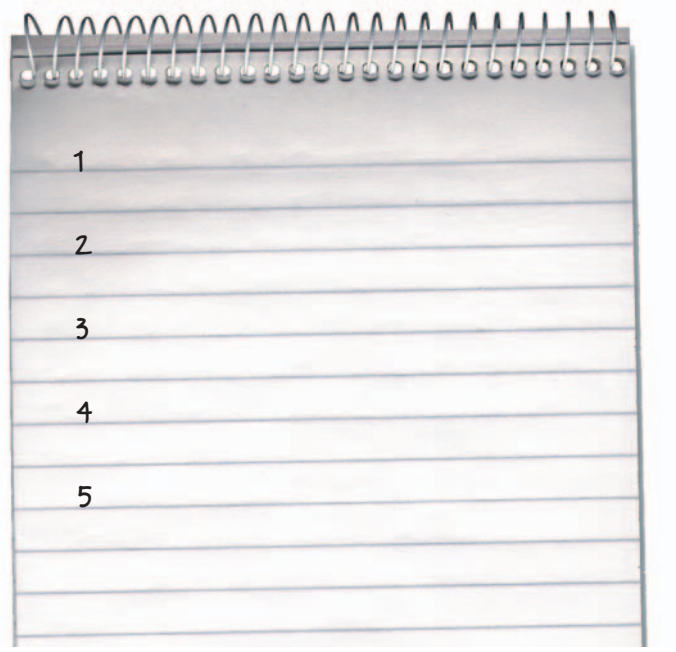
Carrying out duties as instructed (2)

Task

Task 1

7

Listen to the instructions about cleaning the patients' bathroom. Note the jobs that **must** be done.



Tip
Listen out for words like 'always', 'make sure', 'must' and 'should'.

Task 2

Listen to the instructions again. This time, make a note of the things that **must not** be done.

Tip
Listen out for words like 'don't' or 'mustn't'.

DO NOT:

1 _____

2 _____

Task 3

Listen to the instructions again. Number the instructions in the order in which they must be done.

Tip
Listen out for words such as 'when', 'after' and 'before'.

- ☐ Check that everything is OK in the patients' bathroom.
- ☐ Clean the patients' bathroom.
- ☐ Static-mop the corridor.
- ☐ Damp-mop the sluice floor.
- ☐ Damp-mop the waiting room floor.

Tip
Using your fingers, keep a count of the jobs as each job is mentioned. Try to make a picture in your head of what needs to be done.

SLIr/L1.1; SLIr/L1.2

PAGES 1:17–1:18

Terms and conditions of employment

Occupational setting

Most people working in cleaning are part of a team and as such have a role to play and a person to whom they are responsible. Knowing what you are responsible for is part of taking responsibility within the team. This theme develops some of the reading skills required to read and understand longer pieces of text that set out responsibilities, such as terms and conditions of employment and job descriptions.

Materials

Job description from the Source material (0:05)

Examples of terms and conditions of employment (learners could bring in their own)

Examples of job descriptions (learners could bring in their own)

Dictionaries

Learning outcomes

1 To use the format of texts to find information that has particular relevance to the reader (focus page, Task 1)

2 To use different reading strategies to obtain information (focus page, Task 2)

3 To find or work out the meaning of unfamiliar words and phrases (focus page, Task 3)

Suggested teaching activities

Introduction

- Discuss the different roles within a team and how an individual cleaner can identify his/her own responsibilities. Encourage learners to bring their own experience of the workplace to the discussion. It might be useful to develop a flow chart showing the line management in the workplace and how different groups of people work together as part of a wider team.
- Discuss documents about procedures, contracts and job descriptions and any difficulties learners have experienced in reading these. Confirm that most people find these difficult to read, but it is important to understand them as they affect your work.
- Stress the importance of reading carefully to ensure understanding before signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this.

Focus page

- Learners may need extra support, due to the amount and difficulty of the text on this page. The page can be split up or sections could be covered, and one part focused on at a time.
- Use the focus page to draw attention to the particular reasons for understanding the terms and conditions of employment and job descriptions. Offer strategies for improving understanding as follows.
  - **Use titles, headings and subheadings to identify the parts that are relevant.** Stress that it is not always necessary to read every word of a document, just the bits that apply to you. Skimming and scanning texts are dealt with elsewhere.
  - Discuss the formal register of official documents (which usually contain technical or unfamiliar words).
  - **Identify difficult words and use context, a glossary or dictionary and the help of colleagues to work out and check meaning.** Practise using examples from workplace texts. For example, in the Job description: *Can you work out what 'defects' means from the rest of the sentence in item f)? Find the meaning of the word 'commensurate' from item h) in a dictionary.*
  - **Use wording to identify job activities indicated by 'to …'.** Look at the highlighted examples on the focus page. Identify job activities in another set of instructions or job description.
  - **Re-word difficult text.** Ask learners to explain sentences from a workplace document in their own words to a colleague. Does this help to make it clearer?

- Confirm to learners that if they don't understand something, it is possible to ask someone, but make sure that the person you ask actually knows the answer.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2 Rt/L1.3 Rw/L1.1 Rw/L1.2	Unit 001.2	C1.2

Task 1

Find particular information from a document
Rt/L1.4
Rt/L1.5

- Make sure learners each have a copy of the Job description from the Source material.
- First ask learners to locate sections within the Job description. Can they use the headings to find out who their supervisor is and exactly what they have to do?
- Remind learners about skimming and scanning methods taught elsewhere. This helps to locate the correct section. Careful reading will be needed to answer the questions.
- Encourage learners to use a dictionary or glossary to check the meanings of unfamiliar words.

If the learner has difficulty

- Encourage learners to highlight a key word in each question and to scan the text for it (e.g. 'toilets' for question 1, 'windows' for question 2, 'microwave' for question 3).
- Each question may present specific language difficulties for learner. Use question-and-answer techniques to check understanding of each question and the text to which it relates. Check understanding of technical terms, such as 'sanitary ware'.
- Question 2 requires understanding of the difference between 'up to' and 'more than'. Some learners may find this difficult; illustrate as necessary.
- Note that finding out things that you *do not* have to do is more difficult than spotting things you *do* have to do. Learners may need support with question 3 for instance.
- Refer to *Skills for Life* materials for extra reading activities, if this is necessary.

Extension

Ask learners to highlight other words in the text that they think are difficult. Ask them to construct a word search or crossword using their own definitions of these words as clues.

Task 2

Read and understand information containing unfamiliar words
Rw/L1.1
Rw/L1.2

- This task is divided into two parts, both based on the same sentence.
- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.
- **Question 1** Reflect on the strategies (discussed earlier) that can be used to find the meanings of unfamiliar words.
- **Question 2** Explain to learners that they will need to work out the meanings of the phrases in bold and tick the three statements that mean the same as these phrases. Reflect on the strategies (discussed earlier) that can be used to find the meaning of the words.

If the learner has difficulty

- **Question 1** Taking one word at a time, highlight the word that needs to be interpreted and support the learner in reading the whole sentence. Can they work out the meaning from the text around it? Check its definition using the glossary or dictionary. Substitute another word to replace the word in the question. Read the sentence again to ensure that it makes sense.
- Ask learners to identify words in the text by asking, *Which word do you think means … ?*
- **Question 2** Learners should practise explaining other work instructions in their own words.
- Discuss other strategies for understanding this kind of document (e.g. asking someone who is able to explain the information clearly and accurately, such as a supervisor or team leader).

Extension

Ask learners to reword the information in the text box at the bottom of the Job description to simplify the language. They can then compare their versions.

Theme assessment

- Ask learners to compare their own job description with the one from the Source material, pointing out similarities and differences. This can be done individually, in pairs or as a discussion.
- Learners can then find specific information from their own job description.

Terms and conditions of employment

Focus

It is important for you to know:

- what **your** duties are
- what **your employer's** duties are
- what the duties of **other** members of the team are.

Your 'Terms and Conditions of Employment' sets out your rights and responsibilities at work. Find your way around this example using the **headings** and **subheadings**.

You can spot headings and subheadings because they look different in some way. They may be **bold**, IN CAPITAL LETTERS, underlined, *in a different style of print*, bigger 1. numbered
- in bullet points.

Your Job description tells you exactly what the job involves.

TERMS AND CONDITIONS OF EMPLOYMENT GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: Kepley Ltd of 352 Chapel Street, Stretton, Bowmore (Hereafter referred to as 'the Company')
EMPLOYEE: Josh Franklin, 2 The Barns, Stretton.
JOB TITLE: Cleaning Operative

1. INTRODUCTION:
Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.
2. COMMENCEMENT OF EMPLOYMENT:
4th December 2006

JOB DESCRIPTION

NAME:
DEPARTMENT: Property Service Department POST NUMBER:
SECTION: Cleaning POST TITLE: Cleaning Operative
GRADE: Grade 1 DATE:

1. JOB PURPOSE
To undertake varied cleaning as required, maintaining specified standards.
2. MAIN DUTIES AND RESPONSIBILITIES
a) To clean all designated areas to an acceptable standard as specified.
b) To clean toilets, bathroom and washroom areas, including all sanitary ware.
c) To clean walls, windows and tiled areas up a height of 1.68 m (5 ft 6").
d) To clean kitchens, including cleaning and defrosting refrigerators, cleaning down units, cupboards and cookers.
e) To maintain the cleanliness of all cleaning equipment and to report immediately to the Cleaning Supervisor any faulty equipment or materials.
f) To report to the Cleaning Supervisor any defects that may be noticed in floor surfaces or toilet area, etc.
g) To undertake training duties of the same grade and to accept training for duties graded at a higher level.
h) To carry out any other duties commensurate with the purpose and grading of the post that may from time to time be determined.
3. SUPERVISORY RESPONSIBILITY

- Find out about anything you don't understand.
- Try to guess the meaning of any unknown word by reading the words around it.
- Check out meanings in a glossary or dictionary, or ask a colleague.

It says who the employee must report to.

Terms and conditions of employment

Task

You will need the Job description from the Source material for these tasks.

Task 1

Look at the points under MAIN DUTIES AND RESPONSIBILITIES. Choose yes or no to answer the following questions.

1 Do you have to clean toilets? Yes / No

2 Do you have to clean windows more than 1.68 m high? Yes / No

3 Do you have to clean microwave ovens? Yes / No

4 Do you have to tell your supervisor if you notice anything wrong with your cleaning equipment? Yes / No

5 Do you have to go to training sessions? Yes / No

Task 2

1. To **undertake varied** cleaning as required, **maintaining specified** standards.

1 What do the highlighted words in the sentence above mean? ✓ Tick your chosen meaning.

a undertake	bury ☐	do ☐
b varied	different sorts of ☐	striped ☐
c maintaining	keeping ☐	paying for ☐
d specified	particular ☐	clearly ☐

2 Tick the three statements below that apply to the job of cleaning operative.

a To do different sorts of cleaning when asked ☐

b To clean things as quickly as possible ☐

c To keep up particular standards ☐

d To make sure that the cleaning is always kept up to a certain level of quality ☐

e To clean a satisfactory number of things during a shift ☐

Tips

- Read the section in detail.
- Look up any unfamiliar words.
- Try out other meanings

Tips

Check that you understand what your responsibilities are by:

- putting what you have read into your own words
- explaining what you have read to a colleague to see if it makes sense.

Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2

PAGES 1:19–1:20

Develop yourself within your career (1)

Occupational setting

All learners will become familiar with review and appraisal systems. It is important that learners see appraisal as an on-going process that can have positive benefits. This theme develops a positive approach to the review and appraisal process, which is fundamental to the Core Unit 003. It will help learners to prepare for review and understand the importance of expressing themselves clearly. This theme has two parts. This one concentrates on preparation for appraisal; the next one covers the appraisal process itself.

Materials

Examples of real appraisal and review forms

Learning outcomes

1 To understand the purpose of appraisal (focus page, Task 2)

2 To understand written information about appraisal (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Discuss learners' understanding of how they can develop themselves at work: by training, gaining qualifications, improving their performance in the workplace. Why would they need to do this? What benefits might this give to their personal life?
- Discuss the review and appraisal systems learners are familiar with in their own setting. Note that these may be called something different in each company. *What is the purpose of appraisal? Is there anything difficult about being appraised? What skills do you need for appraisal?* Note that some learners may have little or no experience of this.
- Ask learners to share in pairs or small groups any positive and negative experiences they have had with reviews and appraisals, either at work or elsewhere. Possible negative reactions may include feeling that they have been criticised unfairly or that nothing happens as a result of appraisal.
- Elicit from the group what makes a review or appraisal a positive and forward-looking process, including:
  - positive feedback for the things that are going well
  - constructive and fair criticism where there are weaknesses
  - positive suggestions
  - setting of specific targets
  - follow-up after appraisal.
- For the appraisee, appraisal is a good way to air any problems in the workplace and to make points about training needs and the future. For the appraiser, it is a good way to identify problems in the workplace and training needs and to contribute towards effective management. It is important that learners understand this.
- You may need to explore how positive and negative feedback differ – in tone, language used, body language, etc. Give examples of how negative feedback might be introduced and phrased. You could model this for learners (particularly ESOL learners) so that they understand how each might sound.

Focus page

- Go through the four steps on the focus page.
- **Step 1:** Discuss each point. Ask learners to give examples of what they might say about each of the points. Emphasise (using examples) the need to think about the positive aspects of their job, as well as raising issues or problems. Exemplify different ways of saying the same thing (e.g. assessment, review).

- **Step 2:** This step is dealt with in more detail in the next focus page. Discuss each point. Point out that making a few notes beforehand is useful as a reminder, particularly if you find the appraisal interview daunting. Dyslexic learners may prefer to use a mind map, as this will be an easier format than notes to read and recall in the interview. Using the Appraisal preparation form from the Source material, discuss how learners tackle difficult texts. List their strategies on the board/flipchart. Expect: looking up words in a glossary/dictionary, asking a colleague, using context and other words nearby to get the idea, reading aloud, reading more than once, thinking about it a section at a time, thinking about each section in own words.
- **Step 3:** Ask learners in pairs to practise describing an aspect of the job that went well or gave job satisfaction and why. Then ask them to describe difficulties in performing job tasks.
- Focus on a further scenario in which the appraisee has something difficult to raise during appraisal (e.g. a problem with a line manager or colleague). Discuss in pairs the best way to tackle this kind of situation. Note down a possible discourse sequence, including introducing the topic, describing the situation, making suggestions and asking for advice. Emphasise that this should be dealt with in a professional manner. Discuss what is meant by 'professional manner'. Discuss what might happen if you don't do this professionally.
- Note: if learners are in work, it would be helpful to relate the appraisal back to their job descriptions.
- **Step 4:** This can be a difficult area for learners. As well as the formal feedback from review, there will be informal feedback from experienced colleagues and other team members. In small groups/pairs, practise the language used for arranging meetings with an assessor or superior.

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.1	Unit 003.1	C2.1
Rw/L1.2		
Rt/L1.1		
Rt/L2.1		
SLc/L2.1		
SLc/L2.3		

Task 1

Sort out different words that mean the same thing
Rw/L1.1
Rw/L1.2

- Remind learners of the different names for an appraisal.
- Make sure learners understand how to complete the task.

If the learner has difficulty

- Copy the words onto cards or sticky notes for the learner to deal with one at a time and move them around until satisfied.
- Check the learner knows how to use the glossary or dictionary. He/she may need support for the alphabet skills needed for this, in understanding the format of the dictionary or in selecting an appropriate meaning.
- If appropriate, the learner could develop his/her own glossary of words.

Extension

- Ask learners to go through a document (e.g. a job description or assessment sheet) and list words that have similar meanings. Learners could create a 'snap' game for use by other learners.
- Introduce learners to a thesaurus – on-line or in book form.

Task 2

Read information and put into own words
Rt/L1.1

- Remind learners of the value of reading information on forms first and that understanding the 'big picture' will help them contribute positively to their own appraisal process.
- Learners need to pick out the purposes of appraisal as outlined. The word 'opportunity' is a clue to completing this task.
- Learners can discuss each point and make a note of what it means.

If the learner has difficulty

- Learners who are having difficulty may find it helpful to read the text aloud to themselves in order to make sense of long sentences and identify the main part of the sentence. Guide them to the part of the Appraisal preparation form that contains the information they are

looking for. Highlight or underline five points from this text about the purpose of appraisal. The points are separated by commas.

- Learners should formulate their own version of these points verbally, before making a note of them. It might help to work in pairs.
- Check that all the terminology is understood – most is in the glossary.
- The model answer table could be adapted as a matching exercise for ESOL learners.

Extension

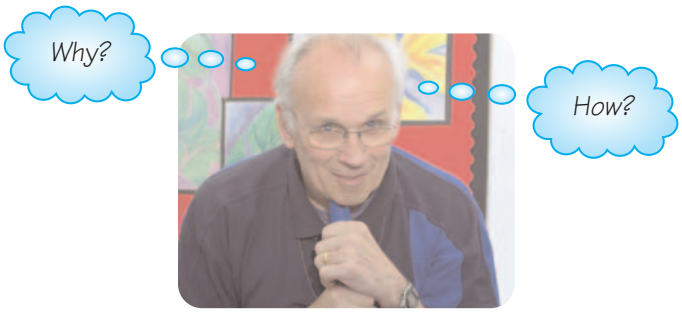
Ask learners to find documents about appraisal from their workplace, to highlight any words or phrases they have difficulty with and explain them in their own words.

Theme assessment

Ask learners to find out about the system of appraisal or job review in their own workplace and report back to the group.

Develop yourself within your career (1)

Focus



If you work hard and develop yourself, you make yourself more employable.

Step 1: Make sure you understand what an appraisal is.

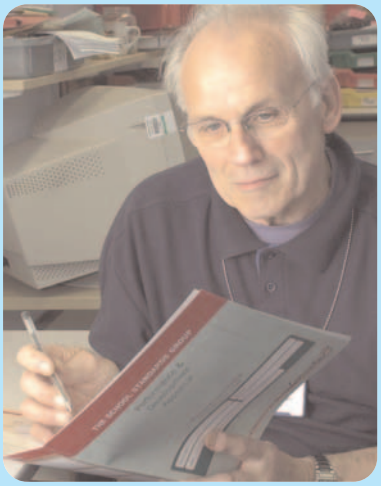
Step 2: Getting ready for the appraisal meeting

Think about the things you are good at.

- Think of examples of how you do your job well.
- Think about what you would like to develop or improve in the future.
- Think about any issues you have.

Write some notes to remind you of everything you want to talk about during the meeting. Don't forget to take the notes to the meeting so that you can refer to them.

Gather information and evidence about what you have achieved in your job and training.

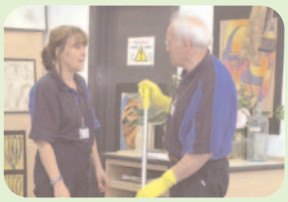


Step 3: At the appraisal meeting

- Use your notes to help you remember what to say.
- Express yourself clearly.
- Ask questions.
- Discuss and agree your next steps with your manager.
- Make sure the review form is filled in.

Step 4: After the appraisal meeting

- Remind your manager about how he or she agreed to help you.
- Make sure you keep to the agreements you make.



Develop yourself within your career (1)

Task

Task 1

In different workplaces things are given different names, but they mean the same thing. Some of the following words have similar meanings. Sort them out by writing each word in the correct box below.

appraisal	meeting	manager	develop

evaluation
interview
supervisor
build on
assessment
talk
boss
improve
review
conference
foreperson
make progress

Task 2

What is appraisal for?

1 Read the top of the Appraisal preparation form below.
2 List the five things that appraisal gives you an opportunity to do. If it helps, highlight them first.
3 Make a note of each one in your own words in the table below. The first one has been done for you.

Appraisal preparation form

Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress. It is also an opportunity to highlight concerns and discuss training needs.

Tip

Check any words that are new to you by asking a friend or looking them up.

Appraisal gives me the opportunity to:	In my own words this means:
• evaluate my own practice	• *think about how I'm getting on at work*
•	•
•	•
•	•
•	•

Understand the appraisal process and work out the meanings of words used on appraisal forms.

Rt/L1.1; Rw/L1.1; Rw/L1.2

PAGES 1:21–1:22

Develop yourself within your career (2)

Occupational setting

It is important that learners see appraisal as an on-going process that can have positive benefits. Everyone finds it difficult to respond constructively and positively to criticism, but learners can be helped by encouraging them to find constructive solutions to particular problems. This focus encourages learners to consider the headings on an appraisal preparation form and to use them to make notes that can be used in an appraisal.

Materials

Appraisal preparation form from the Source material (0:06)

Appraisal cards from the Source material (0:07)

Learning outcomes

1 To make brief notes in preparation for appraisal (focus page, Task 1)

2 To consider appropriate ways to discuss issues during appraisal (focus page, Task 2)

Focus page

- Invite learners to share any difficulties they have at work relating to the appraisal headings. This work is best done with a small group of learners as it will be more productive to work on role-play with several learners. With a single learner, you will have to supply some of the information that might have been provided by colleagues.
- Go through the Appraisal preparation form from the Source material. Ask learners to match the comments on the Appraisal cards from the Source material with the different sections on the form. Ask learners to give examples of what they might include under each heading. Emphasise (using examples) the need to think about the positive aspects of their job as well as raising issues or problems.
- Discuss some of the more difficult scenarios shown, such as under the 'Team work' heading. Ask learners to think about how they would raise this issue with their supervisor. *What are the dangers of being negative here? What are the dangers of not saying anything?*
- Discuss the photos. What messages are these people giving without even speaking? Explain the term 'facial expression'. Ask learners to strike poses and/or change facial expression and get others to guess their feelings. Practise striking a positive/neutral posture or facial expression, suitable for interview.
- You might want to extend this discussion to talk about body language.
- Point out that making a few notes beforehand is useful as a reminder, particularly if you find the appraisal interview daunting.
- This can be developed into a role-play in pairs. First the 'appraiser' should ask questions based on the form on the focus page. The appraisee should rehearse straightforward answers, along the lines of those on the focus page. Then introduce how to talk about some of the difficult issues: being clear, not blaming other people, using professional language. Ask learners to pick out appropriate and inappropriate ways to express their concerns and to explain their choices.
- Expect this to be difficult for ESOL learners and those who may find it difficult to choose diplomatic language. The best way to learn this is by controlled example, as in the role-play. Discourse markers and model dialogues may also prove useful.
- Learners could listen to each role-play and 'score' performance based on how effective the appraisal would be in improving things for the person being appraised.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.2 Wt/L1.1 SLc/L2.1 SLc/L2.3	Unit 003.1	C1.3

Task 1

Complete an individual appraisal preparation form
Wt/L1.2
Wt/L1.1

- Emphasise the importance of preparing for appraisal, thinking carefully about what you want to say and making a note of this.
- Make sure learners each have a copy of the Appraisal preparation form. Check that they understand the form and the instructions.
- Ask learners to think about positive things first. They need to keep in mind what they aim to achieve from the appraisal. How are they going to get this?
- Learners may need to write more notes to reflect their thoughts or could use thought-bubbles, as done on the focus page. You may need to model this for learners.

If the learner has difficulty

- Talk through each of the headings and ask direct questions to help learners structure their thoughts. Write this for learners, if you need to remove the burden of writing. Give ESOL learners the chance to describe what they do at work.
- Provide blank cards to allow learners to experiment with ideas before committing them to paper.
- Keep the focus on expressing things positively and professionally.
- Ensure learners understand the language of the form.

Extension

Check the language used – is it positive or negative? Ask learners to give examples of alternative ways of expressing each comment.

Task 2 8

Develop appropriate ways to express concerns in an appraisal situation
SLc/L2.1
SLc/L2.3

- Remind learners about the importance of being positive and constructive when they speak in appraisal settings rather than 'having a moan'.
- Play the audio clip through once for gist.
- Play the audio clip again, pausing after each person speaks.
- Ask learners to give reasons for their answers – what is good, what is not so good and how it can be improved.
- Model some additional examples from your own experience.
- If appropriate, discuss body language, using the photographs as examples.

If the learner has difficulty

- Discuss the photos. How does each person feel?
- Replay the audio clip or role-play each audio script. Discuss the merits of each scenario in turn and support learners to express an opinion about each.
- ESOL and other learners may need you to explain why the first and third clips are not appropriate, as there are significant subtleties in the language. In particular the first clip includes the words 'I'll pick up the rest as I go along'. You will need to discuss why this is inappropriate, because even though it seems at first hearing to be reasonably acceptable, it doesn't give a good impression of keenness to learn. In the third clip the appraisee is critical of the line manager ('you should have told me'). The appraisee feels useless.

Extension

- Give learners another difficult issue that they may wish to raise during appraisal (e.g. feeling bullied, feeling stressed from too much work). Work in pairs or threes to resolve this. One learner takes on the role of an appraisee talking about the problem and another takes on the role of the appraiser responding to the appraisee. Prompt cards may be useful (e.g. 'Tell me more about …', 'How can I help … ?', 'Can you give me some examples … ?'). Ask the observer to evaluate the way issues are raised and the way in which they are handled by the appraiser. Emphasise a positive approach to both.
- Ask learners to share with other learners some additional good-practice examples of ways of talking about difficult aspects of appraisal.

Theme assessment

- When assessing or reviewing learners, check that they understand the purpose and process of appraisal and that they are able to frame issues positively.

- Ask learners to complete an appraisal preparation form, with a clear emphasis on reviewing their own performance and setting personal targets.
- Role-play appraisal sessions, based on learners' personal experience. Role-playing both appraiser and appraisee will give learners good practice in the skills involved.

Develop yourself within your career (2)

Focus

Appraisal preparation form

Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress. It is also an opportunity to highlight concerns and discuss training needs.

In order to prepare for your annual appraisal, you are advised to think about each of the following aspects of your performance and to note down any points that you wish to discuss.

Remember that appraisal should be regarded as a constructive and positive process.

Things to think about	What I can do	What I'd like to be able to do
Job knowledge		
Training		
Team work and communication with others	*I get on OK with all the team except Mary.*	
Time management: ● Punctuality ● Attendance ● Work planning	*I haven't had many days off sick. I always arrive on time. I don't always get everything done in the*	*Find out ho… plan my time better.*

Be realistic.

Think of the positive things.

Use the headings to give you some ideas about what you want to talk about.

She's so bossy and she's always telling me what to do.

I'd like to know when Mary can boss me around and when she can't.

Think about clear and positive ways to raise some of the issues.

- Use clear language.
- Be professional.
- Don't blame other people.
- Think about your facial expressions.
- Think about your body language.

Develop yourself within your career (2)

Task

Task 1

In order to prepare for your annual appraisal, you are advised to think about each of the following aspects of your performance and to note down any points that you wish to discuss.

Prepare for an annual appraisal, using the Appraisal preparation form from the Source material.

1 Think about your own work. Make notes under each heading on the form.

2 On a separate piece of paper, make some notes about what you would want to say to your line manager about the issues that come up.

Task 2

8

Listen to each of the cleaners below talking about their job knowledge in an appraisal meeting. Do they get the message across in a positive and clear way?

1

2

3

Tip

Ask yourself:

- Is this a positive way to express an opinion?
- How will a line manager react to this?
- Will this get the result I want?

Prepare for an appraisal by making notes and thinking about how to speak about difficult issues.

SLc/L2.1; SLc/L2.3; Wt/L1.1; Wt/L1.2

Check it

Please note that copies of the following Source material pages are needed: 0:02, 0:03.

1 *I don't think I've got time today. I could try to do it tomorrow.*

2 *I'm really, really, really sorry. I'd love to do it but I'm running out of time. Sorry.*

3 *Do it yourself.*

4 *Now you ask me! Honestly, why can't you think of these things earlier?*

1 A supervisor has asked Malcolm to do an extra job that he hasn't got time to do. Which of these answers would create the best impression?

A 1

B 2

C 3

D 4 **SLc/E3.2**

2 Look at the *Release* information sheet from the Source material (page 0:03). What is 'machine cleaning' task 2.4?

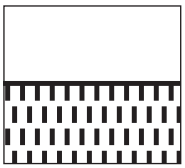
A preparation of areas

B bonnet mopping

C carpet extraction

D upholstery extraction **Rt/L1.5**

3 Look at the Graphics page from the Source material (page 0:02). What does this symbol mean?



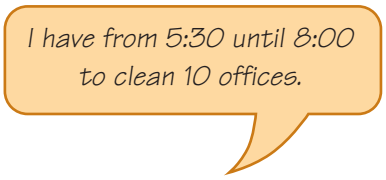
A This product can be used for cleaning surfaces by hand.

B You can use a carpet extraction machine.

C The product should be used on soft floors such as carpets.

D The product should be used on hard floors such as tiled floors. **Rt/L1.3**

4 How long does this cleaner have to do her job?



A 1 hour

B $1\frac{1}{2}$ hours

C 2 hours

D $2\frac{1}{2}$ hours

MSS1/L1.3

5 How long can the cleaner spend cleaning each office?

A 10 minutes

B 15 minutes

C 20 minutes

D 25 minutes

MSS1/L1.3

STAY-A-NITE HOTEL

Specification to ensure basic health & safety standards

Offices	
Jobs	**Frequency per week**
Removal of waste	
Remove waste	7
Damp wipe receptacles	1
Soft floors	
Spot clean	4
Full suction clean	3
Hard floors	
Dust mop/spot mop	5
Full mop	2
Burnish/spray clean	7
Vertical and high level surfaces	
Spot clean	7
Furniture/fixtures/fittings	
Dust/damp wipe	4
Damp wipe/polish	3

6 How many times every week should the waste receptacles be damp wiped?

A 7

B 1

C 4

D 3

HD1/L1.1

Mary, I want you to make sure all the glass in the doors is cleaned today, as well as the mirrors in Reception. After that, damp wipe and polish the coffee tables. But before you do anything else, please can you empty all the bins and ash trays.

7 Which is the first job for Mary to do?

A Clean the glass in the doors.

B Clean the mirrors.

C Damp wipe and polish the coffee tables.

D Empty the bins and ash trays. **SLlr/E3.2**

You must report to the Cleaning Supervisor any defects that may be noticed in floor surfaces or toilet area, etc.

8 Which meaning is the closest to this sentence?

A Fill in a form if you notice anything wrong.

B The supervisor wants to know what's wrong.

C If you notice any faults on the floors, in the toilets and so on, you must tell the supervisor.

D Any information you have should go to the supervisor. **Rt/L1.1**

9 At an appraisal meeting, which of these statements is a positive and honest way to respond to the question, 'Is there anything you feel you would like to receive some training in?'

A No. I know it all already.

B Yes, if it means a day off.

C Maybe.

D I'd like to become a supervisor eventually. What do I need to do for that? **SLc/L2.3**

10 Which of these is an acceptable way to speak to a customer?

A How can I help you?

B What do you want?

C Is it possible that I could assist you in some way?

D Yep? **SLc/L1.2**

Audio

PAGE 1:8

Dealing with people

Focus page 1

I need to speak with you, please, Mr Chivers.

Hello. Can I help you?

I reckon I'll have the job cracked pretty soon. I catch on quick.

I wanna word with you, Sid.

Hi. Need a hand?

I know I'll be able to do the job well. I pick things up very quickly.

PAGE 1:9

Task 1 2

What d'you want?

So, you'd like to leave a message?

Who's this stuff for then?

We're in for it now – big time.

The boss's got a right mood on.

Leave it there and I'll sort it later.

Who's calling, please?

PAGE 1:10

Giving information to others

Focus page 3

Just before you go, I'd like a quick word. I've been looking for you all day. Chris just told me you were over at the office. I might not be at work tomorrow. It's my week for working the afternoon shifts, you know. Only I've got an appointment. It's actually in the morning, but you know what these things are like. It's at the hospital, that's why. I was warned that it could take all day. I suppose it depends on the queues. I'll get in if I can, but don't expect me, just in case.

PAGE 1:11

Task 1 4

I know we're rather short-staffed at the moment. It's that time of year, isn't it? I hear Sally's come down with the flu as well now. I won't be in tomorrow. I booked the day off a month ago when the temporary supervisor was here. I haven't actually taken all my holidays this year. I'm going to visit my sister in Bristol. I'm not looking forward to it. I don't drive distances very often.

PAGE 1:12

Task 2 5

I haven't polished the floor in the main hall. The other rooms took longer than expected. Mary said she'll do it tomorrow for me. Everything else has gone to plan today.

PAGE 1:15

Carrying out duties as instructed (2)

Focus page 6

Your main job this morning is to clean the floors in all the dining rooms, but before you start you could give Mike a hand in the kitchen to finish the ovens. Don't forget to find out what PPE you need for that. If you have any time at the end of the day, you could make a start on the kitchen cupboards and walls. The bedrooms need doing as usual this afternoon, but before you do anything else, room 16 has phoned down to say they have spilt coffee on the carpet.

PAGE 1:16

Task 1 7

Before I forget, I want you to go back to the patients' bathroom at the end of your shift and check that everything is OK, because Sue's not coming in until 8 o'clock today. Don't bother to clean the clinical room today. I'll ask Sue to do it later. You'd better start off in the patients' bathroom. Remember to clean the wash basins and toilets thoroughly and make sure there's enough toilet roll and paper towels. Then you can wet-mop the floor. After that you can damp-mop the sluice floor and then the waiting room floor. If you've got enough time, you can static-mop the corridor. You mustn't forget to allow enough time to check the patients' bathroom before you go, though.

PAGE 1:22

Develop yourself within your career (2)

Task 2 8

There's a lot to learn, but it's OK. Jean tells me a lot and I suppose I'll just pick up the rest as I go along.

I'm learning a lot all the time. John is really helpful – he explains to me about the way to do things. I would like to know more, though, because I can see that the team leader's job is an interesting one.

Quite honestly I feel useless half the time. I can't make out what I'm supposed to do at all. All this bending and lifting. No time to think. You should have told me before I started.

Answers

PAGES 1:1–1:2

You and your job

Task 1

You should have ticked the following:

1 Correct PPE
4 Clean hands
5 Good personal hygiene
6 Keeping PPE clean
9 Helpful
12 Attending training

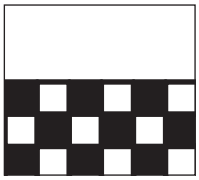
You should have put crosses beside the following:

2 No PPE
3 Dirty PPE
7 Aggressive
8 Poor timekeeping
10 Unhelpful
11 Untidy

PAGES 1:3–1:5

Information at work

Focus page 1:4



means the product is for use on hard floors such as tiled floors.

means this product can be used for cleaning surfaces by hand.

means you can use a double-bucket mopping unit that has a built-in wringer for the mop.

means you can use a standard or high-speed rotary machine fitted with a brush or drive plate and pad.

Task 1

1 bonnet mopping
2 5
3 1
4 4
5 A low foaming carpet cleaner for use with all wet extraction carpet and upholstery machines
6 For use on carpet and upholstery

Task 2

1 False
2 True
3 True
4 False
5 False
6 True

PAGES 1:6–1:7

Using your time efficiently

Task 1

1
a Available time = 1 hours and 30 minutes
b Spend 15 minutes cleaning each classroom (1 hour 30 minutes = 90 minutes 90 ÷ 6 = 15 minutes).

2
a Available time = 1 hours and 45 minutes
b Spend 35 minutes cleaning each office (1 hour 45 minutes = 105 minutes 105 ÷ 3 = 35 minutes)

PAGES 1:8–1:9

Dealing with people

Focus page

Informal	Formal
I wanna word with you, Sid.	I need to speak with you, please, Mr Chivers.
Hi. Need a hand?	Hello. Can I help you?
I reckon I'll have the job cracked pretty soon. I catch on quick.	I know I'll be able to do the job well. I pick things up very quickly.

Task 1

So, you'd like to leave a message?

Who's calling, please?

Task 2

1 You may have chosen some or all of these phrases:
- Would it be OK to take the day off tomorrow?
- It's an emergency.
- I'm sorry it's short notice.
- I wouldn't ask if it wasn't important.
- Thank you.

2 You may have chosen some or all of these phrases:
- Can you do me a favour?
- You know I'd do the same for you.
- The boss said it's OK.
- I'll return the favour sometime.
- Great one! Thanks.

3 You may have chosen some or all of these phrases:
- I won't be in tomorrow but Dave has offered to do my shift.
- I hope that's OK.
- I'm sorry it's short notice.
- I've got permission.
- I'll be back the day after tomorrow.

PAGES 1:10–1:12

Giving information to others

Task 1

1

~~I know we're rather short-staffed at the moment. It's that time of year isn't it? I hear Sally's come down with the flu as well now.~~ I won't be in tomorrow. ~~I booked the day off a month ago when the temporary supervisor was here. I haven't actually taken all my holidays this year.~~ I'm going to visit my sister in Bristol. ~~I'm not looking forward to it. I don't drive distances very often. I'll probably get lost.~~

2

I booked the day off a month ago when the temporary supervisor was here.

Task 2

So, it's just the main floor that needs a polish, but Mary will do it tomorrow. OK?

PAGES 1:13–1:14

Carrying out duties as instructed (1)

Task 1

Show your answer to your teacher.

PAGES 1:15–1:16

Carrying out duties as instructed (2)

Task 1

1 Clean the wash basins.
2 Clean the toilets.
3 Make sure there's enough toilet paper.
4 Make sure there are enough paper towels.
5 Wet-mop the floor.

Task 2

1 Don't clean the clinical room floor.
2 Don't forget to check the patients' bathroom.

Task 3

5 Check that everything is OK in the patients' bathroom.
1 Clean the patients' bathroom.
4 Static-mop the corridor.
2 Damp-mop the sluice floor.
3 Damp-mop the waiting room floor.

PAGES 1:17–1:18

Terms and conditions of employment

Task 1

1 yes
2 no
3 no
4 yes
5 yes

Task 2

1 **a** do
b different sorts of
c keeping
d particular
2 The following are true: **a, c, d**

PAGES 1:19–1:20

Develop yourself within your career (1)

Task 1

appraisal: evaluation, assessment, review
meeting: interview, talk, conference
manager: supervisor, boss, foreperson
develop: improve, build on, make progress

Task 2

Model answer:

Appraisal gives me the opportunity to:	In my own words this means:
• evaluate my own practice	• think about how I'm getting on at work
• recognise existing skills	• highlight my strengths, not my weaknesses
• monitor progress	• keep a record of how I am improving
• highlight concerns	• talk about any difficulties or problems
• discuss training needs	• think about areas where I need more training

PAGES 1:21–1:22

Develop yourself within your career (2)

Task 1

Show your work to your teacher.

Task 2

Model answer

Audio 1: This is not an honest response. The line manager may think everything is OK.

Audio 2: This is a positive response. The worker is saying that she is learning but that she wants to know more.

Audio 3: This is very negative and puts the blame onto the line manager.

Check it

1 A
2 D
3 C
4 D
5 B
6 B
7 D
8 C
9 D
10 A